



Polar Bear, Polar Bear

Animals of the Arctic

Pre Lesson Plan 2

Age: K - 2

Setting: Classroom

Standards: **Environment and Ecology:** 4.2.4A(3), 4.2.4B(2), 4.3.4C(1,2), 4.6.4A(2-5, 9,10), 4.6.4C, 4.7.4A(1,4)
Reading, Writing, Speaking, Listening: 1.3.3.A, C, D, F; 1.6.3A, B(2), D(2-4), E, 1.4.3A(1-2), 1.5.3A, B(2-3), C(1-2), E, G,

Objectives: Students will be able to:

- Identify animals that live in the Arctic
- Describe how animals and plants adapt to the cold, harsh living conditions of the Arctic
- Write a short rhyming poem

Overview: As an introduction to animals of the Arctic, students will listen and actively participate in a tale of a polar bear. Students will then identify with the polar bear and list other animals that can be found in the Arctic. As a closure to the lesson, students will write and illustrate a chant similar to the one found in the story.

Materials:

bear-shaped honey bottle (cleaned out)	food coloring
dropper	polar bear story
chart paper with chant written on it	markers for chart paper
white paper	assorted markers/colored pencils
writing utensils (pencils, markers, pens)	binding
writing paper	*polar bear cut out to trace for illustration (page 16)
*polar bear writing sheets (page 17)	
assorted Arctic animal books/magazines/media on hand for reference	

Procedure:

1. Bring the students together in the large group/reading area.
2. Tell them you have a story to share with them about an animal.
3. *Before the story is read, explain to them that you will need their help. Go over the chant with them (written on chart paper). You will tell them when to say the chant during the reading. Practice one time with them. Explain that you will be calling people up to help (those students who are good listeners).
4. Read the Polar Bear story (begins on page 14).

(continued on page 14)

Polar Bear Story

Once upon a time there was a beautiful white polar bear who often visited the St. Lawrence Island in Alaska. Now on this island, you find a little schoolhouse filled with many boys and girls and their beloved teacher, Ms. Andrews.

It seems as though a neighboring child from Siberia ventured across the Bering Strait to St. Lawrence Island. Her name was Tatiana, and she had beautiful golden hair. As she explored the island, she soon met Mr. Polar Bear. The children watched out the windows of the schoolhouse as the bear wished he had golden hair like Tatiana's. He shut his eyes tightly and wished very hard for golden hair.

Now will you just shut your eyes for a moment and help polar bear make his wish?

(take a dropper and drop 2 drops of yellow food coloring into the bottle)

Now you may open your eyes! AMAZING!

A blond polar bear- Oh, my goodness! Do you know what the children shouted out the windows of the schoolhouse? Do you think they liked a BLOND polar bear? (get children to slap, slap, clap, clap, and snap and say:)

POLAR BEAR, POLAR BEAR

YOU ARE A SIGHT!

YOUR COLOR WAS RIGHT

WHEN YOU WERE WHITE!

Mr. Polar Bear was MIGHTY SAD! He thought the children would like his new golden color! He climbed on an ice berg and began to think about his problem.

Now, as Mr. Bear rested, he caught a new scent in the air. What did he smell? As he raised his head and looked around, he saw a young boy coming closer.

Rene was from the GREEN forests of Canada. He wore a green hat, a green sweater, green pants, and green boots. Guess what he had in his pocket? Rene had a GREEN lollipop! Polar Bear thought GREEN must be the most beautiful color in the world! Maybe he should be a green bear. He shut his eyes and began to wish he was green. Can you help Mr. Bear?

(put 2 drops of blue in)

Now he was a GREEN polar bear!! But the children said

(slap, slap...repeat chant above)

Now this made Mr. Bear feel real bad. He pouted and pouted. Polar bear began to walk across the snow. As he topped a big snow drift, he met COUSIN BROWN BEAR from Kodiak Island. Cousin Brown Bear had followed the path of green tears that came from polar bear. The two bears had a nice, long visit and before long, Polar Bear began to admire his SMART COUSIN. The Kodiak Bear is the world's largest bear and gets angry very quickly. Polar Bear thinks maybe the children would like him if he were brown instead. Let's shut our eyes and wish with Polar Bear.

(add 2 drops of red, and repeat chant above)

Polar Bear felt so bad, he ran away from the children and dove in the ice cold waters of the Bering Sea. Polar bears are the best swimmers of all bears. His thick, heavy fur was now BROWN and looked quite strange as the children of Gambel watched him swim DEEP, DEEP, DEEP into the sea. Now, if you will just shut your eyes and think about Polar Bear swimming around under the cold, cold water, a tiny bit of Alaska magic might happen.

(add bleach to the water, while their eyes are closed, continue to talk about polar bear swimming while bleach takes effect)

Polar Bear swims up, up, up, up, to the surface and guess what!

(chant)

POLAR BEAR, POLAR BEAR

Your color IS right!

WE LOVE YOU!

WE LOVE YOU!

YOU ARE WHITE!

Polar Bear decided NEVER to change his color again. After all, polar bears are supposed to be WHITE, RIGHT?

1. Answer the question with your students. Why is a polar bear white? Does it have to do with where it lives?
2. What other animals might you find there? What do they look like? Chart animals on board by color. What do you find is similar to animals in the Arctic. (Light colored – changes with seasons-furry).
3. Students are going to explore what it would be like to be an Arctic animal of a different color. Have them explore rhyming words and complete a prompt similar to the chant in the story.

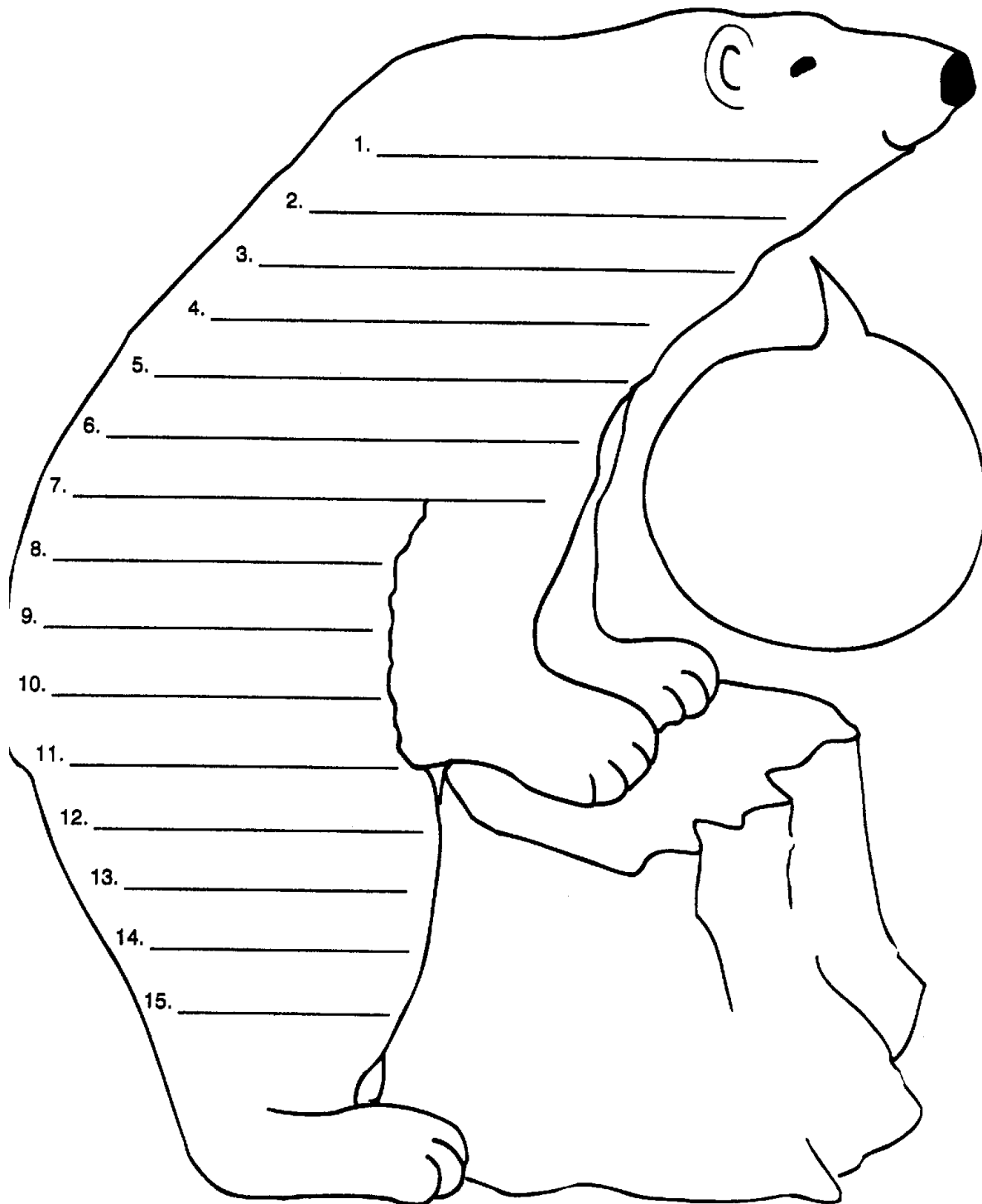
Example: Owl, Owl, is that you? I wouldn't know because you are blue! Polar bear, polar bear, you can't be mean. You are my favorite color of bright green! Walrus, Walrus, are you feeling mellow? You are the color of sunny yellow!

4. When the students complete their rhyme. Have them write and illustrate the rhyme on a piece of paper to create a classroom book. Make the first page the story chant, and attach each child's illustration and rhyme to it.
5. Read aloud in class.
6. As a follow-up students can write about one of the animals in the book during writing time. They should think about where they would live if they are the "new" color and what changes they would have to make. What adventures would they go through? Problems? New found foods? etc.

Assessment:

Students will express knowledge learned during discussion of Arctic animals. In addition, they will be assessed on their writing skills of the chant. Dependent upon the grade level and time of lesson taught, the teacher will look for specific writing skills to be determined at that time. Students will gain an understanding of the writing process in the follow-up story activity. Students will be able to read aloud the classroom book during independent reading time.





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